

DELMAE ELEMENTARY

1211 S. Cashua Drive
Florence, SC 29501

GRADES K-4 Elementary School

ENROLLMENT 629 Students

PRINCIPAL Roy Ann Jolley 803-664-8448

SUPERINTENDENT Joseph S. Nelson, Ed.D 843-669-4141

BOARD CHAIR Mrs. Doris Lockhart 843-664-0050

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
9

Good
67

Average
16

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

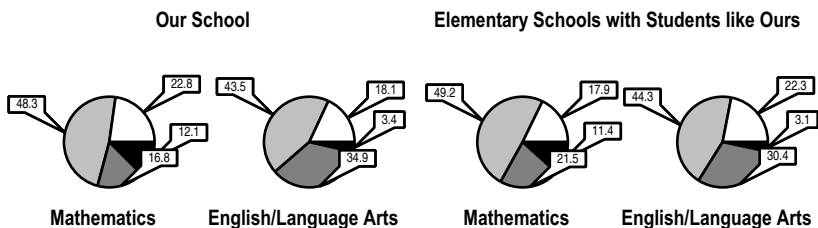
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	113	64
Percent satisfied with learning environment	97.5%	85.7%	85.5%
Percent satisfied with social and physical environment	97.6%	85.6%	79.4%
Percent satisfied with home-school relations	92.7%	89.1%	91.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	260	100.0	18.1	43.5	34.9	3.4	38.4	17.6
Gender								
Male	119	100.0	18.7	45.8	33.6	1.9	35.5	17.6
Female	141	100.0	16.9	41.9	36.3	4.8	41.1	17.6
Racial/Ethnic Group								
White	146	100.0	11.1	37.8	45.9	5.2	51.1	17.6
African-American	95	100.0	31.3	58.8	10.0	N/A	10.0	17.6
Asian/Pacific Islander	12	100.0	N/A	9.1	81.8	9.1	90.9	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	230	100.0	17.3	41.3	37.5	3.8	41.3	17.6
Disabled	30	100.0	25.0	62.5	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	260	100.0	16.8	44.2	35.4	3.5	38.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	258	100.0	16.4	44.4	35.6	3.6	39.1	17.6
Socio-Economic Status								
Subsidized meals	120	100.0	23.7	57.7	17.5	1.0	18.6	17.6
Full-pay meals	139	100.0	11.6	34.1	48.8	5.4	54.3	17.6

Mathematics								
All students	260	100.0	22.8	48.3	16.8	12.1	28.9	15.5
Gender								
Male	119	100.0	17.8	52.3	19.6	10.3	29.9	15.5
Female	141	100.0	26.6	45.2	14.5	13.7	28.2	15.5
Racial/Ethnic Group								
White	146	100.0	11.9	53.3	20.7	14.1	34.8	15.5
African-American	95	100.0	45.0	47.5	6.3	1.3	7.5	15.5
Asian/Pacific Islander	12	100.0	N/A	18.2	18.2	63.6	81.8	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	230	100.0	22.1	46.6	18.3	13.0	31.3	15.5
Disabled	30	100.0	29.2	62.5	4.2	4.2	8.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	260	100.0	21.2	49.6	16.8	12.4	29.2	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	258	100.0	21.3	49.8	16.4	12.4	28.9	15.5
Socio-Economic Status								
Subsidized meals	120	100.0	30.9	52.6	11.3	5.2	16.5	15.5
Full-pay meals	139	100.0	14.0	47.3	20.9	17.8	38.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	111	N/A	20.9	31.8	45.5	1.8	47.3
	Grade 4	127	N/A	18.3	51.6	27.0	3.2	30.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	100.0	15.3	41.5	39.8	3.4	43.2
	Grade 4	128	100.0	21.1	45.6	29.8	3.5	33.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	111	N/A	33.6	44.5	12.7	9.1	21.8
	Grade 4	127	N/A	31.0	40.5	17.5	11.1	28.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	100.0	23.7	49.2	17.8	9.3	27.1
	Grade 4	128	100.0	21.9	47.4	15.8	14.9	30.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 629)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.6%	Up from 4.4%	2.9%	2.4%
Attendance rate	95.5%	Up from 93.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.8%	Up from 11.4%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.5%	Down from 8.7%	8.6%	8.0%
Older than usual for grade	1.3%	Up from 1.0%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	38.1%	Up from 34.1%	49.6%	50.0%
Continuing contract teachers	73.8%	Down from 78.0%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.5%	Up from 70.0%	88.0%	86.2%
Teacher attendance rate	95.7%	Down from 96.8%	95.3%	95.3%
Average teacher salary	\$35,934	Down 2.3%	\$40,153	\$39,909
Prof. development days/teacher	7.6 days	Up from 7.0 days	11.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	20.7 to 1	Up from 19.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 89.4%	90.0%	89.7%
Dollars spent per pupil*	\$5,488	Up 17.9%	\$5,754	\$5,892
Percent spent on teacher salaries*	69.0%	Up from 68.6%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	82.2%	Up from 76.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year has been another year filled with love, learning and the development of life-long skills for our students. The faculty and staff continue to their commitment to the development of the whole child by educating the heart (character education), the head (higher-order and critical thinking), and the hand (activity-based learning). These components along with our emphasis on standards based instruction and assessment have been the basis for all that we have done this year.

We have a total of thirty-eight third and fourth grade students participating in REACH, our district's academically gifted and talented program and twelve of our fourth grade students have qualified for Horizons, the district's artistically gifted program.

"Character Counts" is our school wide discipline curriculum, which emphasizes responsibility, respect, cooperation, orderliness and perseverance in all areas of the school day - arrival, hallways, classroom, restroom, cafeteria, playground, assemblies and dismissal. This curriculum along with our year long "Be Cool" - conflict resolution program compliment the classroom plans, which also reflect an emphasis on character. Service Projects are also a major component of our education of the heart philosophy. Projects include - Operation Christmas Child, Harvest Hope Food Drive, Pennies for Patients, Jump rope for the American Heart Association and our annual Children's Book Drive.

Extra-curricular activities allow us an opportunity to highlight the talents of our students. These include Art Club, Drama Club, Delmae Morning Page Show, and Chorus. Our fourth grade students also serve as safety patrols and the Recycling Team.

The community and parents are an integral part of what makes Delmae "A Great Place to Learn." Our parent volunteer programs include our Helping Hands, Lunch Buddies and our Homeroom Parents Council. In addition our Terrific Kids and Reading Is Fundamental (RIF) programs are sponsored by local Kiwanis groups. And this year RIDDE (Rotarians In Drug Deterrence Education) for Partnerships (ATP) and Association of Parents and Teachers (APT) are active and are a major support to our school.

Roy Ann Jolley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.